DOCUMENT RESUME

ED 102 491 CG 009 594

TITLE	Student Advisory Board. 1972-1973.
INSTITUTION	Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE	73
NOTE	60p.; For related document see CG 009 602
AVAILABLE FROM	Pennsylvania Department of Education, Office of Information and Publications, P.O. Box 911, Harrisburg, Pennsylvania 17126
EDRS PRICE	MF-$0.76 HC-$3.32 PLUS POSTAGE
DESCRIPTORS	*Advisory Committees; Curriculum Evaluation; Educational Alternatives; *Educational Environment; Educational Research; *Participation; Policy Formation; *School Policy; Secondary Education; *Secondary School Students; Teacher Certification; Teacher Education

ABSTRACT

This document contains the reports and final recommendations of committees of the 1972-73 Pennsylvania Student Advisory Board. Established by the State Secretary of Education, the board provides a forum for high school students to review issues of major concern at the state level and to recommend new ways of dealing with the issues. The five issues selected by the board as those of greatest interest to them included: (1) student rights and responsibilities; (2) curriculum regulations and graduation requirements; (3) alternative systems; (4) teacher education and certification; and (5) school building standards. The committee reports which are included contain the final recommendations of four of the five committees. The school building standards committee was unable to develop final recommendations due to the large amount of time needed to grasp the technical aspects of the issue. (Author/PC)

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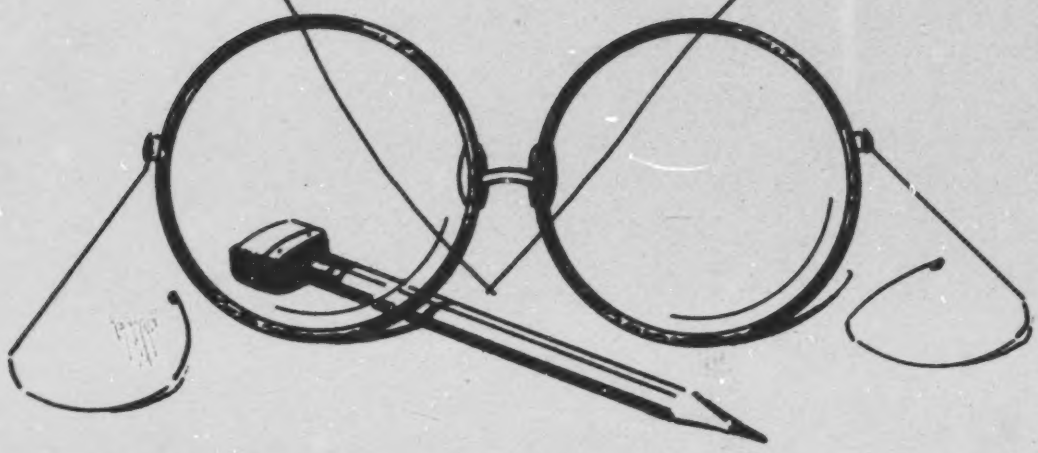
Student Advisory Board



CG 009 594

Pennsylvania Department of Education

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1972-73 Student Advisory Board

PREFACE

The Student Advisory Board was established by Secretary of Education John C. Pittenger in the summer of 1972 to provide a forum for high school students from across Pennsylvania to review issues of major concern at the State level and to recommend new ways of dealing with the issues.

Members of the board were selected by their fellow students in each of the Commonwealth's 29 Intermediate Units, where Student Forums were established with representatives from each senior high school to explore issues of local concern.

The board met bimonthly (five times) in Harrisburg during the 1972-73 school year. At the first meeting the students developed a list of all their concerns, divided them into state and local issues, and selected by vote the five issues of greatest interest to them: student rights and responsibilities, curriculum regulations and graduation requirements, alternative systems, teacher education and certification, and school building standards. These five issues became the focus of small group deliberations, with staff members of the Department of Education serving as resource people to each committee throughout the year.

The committee reports which follow contain the final recommendations of four of the five committees. The school building standards committee was unable to develop final recommendations due to the large amount of time needed to grasp the technical aspects of the issue.

This report of the 1972-73 Student Advisory Board is being distributed to superintendents, Intermediate Unit directors, secondary school principals, and organizations representing school boards, teachers and parents, as well as to staff of the Department of Education, for their consideration. Additional copies are available through the PDE Office of Information and Publications, P.O. Box 911, Harrisburg 17126. Questions about the Student Advisory Board and its operation should be directed to Debra S. Weiner at (717) 787-8182.

Commonwealth of Pennsylvania
Department of Education

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SCHOOL ADMINISTRATORS' MEMORANDUM **541**

Subject: Student Participation

August 15, 1972

To: Chief School Administrators
Intermediate Unit Executive Directors
Secondary School Principals
Diocesan Superintendents and
Private Secondary School Administrators

From: John C. Pittenger
Secretary of Education

John C. Pittenger

In my philosophy and goals I place a high priority on the need for finding better ways for students to help schools arrive at decisions about educational policy. Students are the consumers of the system. They are not always right; but if they are bored or hostile, learning becomes impossible. For that reason along, they should be involved. But they should also help run the system because real responsibility is the best teacher of all.

Therefore, to assist me in my efforts to improve communication between schools, administrators at all levels and the students they serve, I am establishing a Student Advisory Board to the Secretary of Education, along the following lines.

Selection

Each public and non-public high school student council in the Commonwealth shall select two representatives, a junior and a senior, to an Intermediate Unit Student Forum. The delegates to each I.U. Forum shall select one representative to serve on the Secretary's Student Advisory Board for each 100,000 students in the I.U. (or fraction thereof). In addition, the Secretary of Education may appoint not more than ten students to the Board for the purpose of adequately representing all segments of senior high school opinion.

Procedure

The I.U. Forums shall convene as early as possible in September to elect their representative(s) to the Secretary's Board, to formulate a list of concerns for their representative to bring to the Student Advisory Board, and to explore local concerns. The Student Advisory Board shall hold its first meeting in late October. Thereafter, the I.U. Forums and the Student Advisory Board shall meet in alternate months as follows:

I.U. - September, November, January, March, May

Secretary - October, December, February, April, June.

Chief School Administrators	Staff Assistants	School Board Secretaries	Secondary Principals	Elementary Principals	State Colleges & Universities	Nonpublic Schools	Department of Education Staff
584*	584*		78			161	584*
CHIEFS OF SPECIAL PROGRAMS							Number of Sheets in this Release
Special Education	Vocational Education	Agriculture	Home Economics	School Milk & Lunch	Highway Safety	Instructional Materials	
							1

* Serial Control Numbers 580-583 may be delayed.

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Format

The students themselves, at both the I.U. and state levels, shall assume major responsibility for selecting the areas they wish to explore. At the I.U. level these concerns will likely be matters subject to local school discretion. At the statewide level, these concerns may include school buildings, teacher certification, student rights, curriculum, legislation, testing, supportive services, etc. Students serving on the Student Advisory Board may also be asked to serve on other Departmental committees and task forces, depending on their interests.

Credit

Members of the Student Advisory Board shall receive up to one-half unit of credit in civics, POD, American Government or any related subject, depending on the nature of their work. I would also encourage principals to grant credit to participants in the I.U. Forums.

Financing

Local high schools shall assume the responsibility for transporting students to the meetings of the I.U. Forum. School districts shall underwrite travel and meal expenses for the members of the Student Advisory Board and shall be reimbursed by the Department of Education. All students on the Secretary's Board will be housed with staff of the Department while in Harrisburg, so that no expenses for accommodations will be incurred.

I hope this system will prove to be a significant first step in incorporating the opinions and concerns of students into the policy-making process at all levels of our educational system.

If you have any questions about your role in this effort, please contact Debra Weiner at 717-787-8182.

REPORT OF THE CURRICULUM COMMITTEE

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Adviser - John Kennedy

The curriculum regulations, as adopted by the State Board of Education, are those regulations which affect the way our school lives and activities are structured and controlled. These regulations are established to insure that all children in the Commonwealth receive minimum education offerings in all schools and must be adhered in order for each school district to be eligible to receive state reimbursement. Since these regulations do affect us directly, it is extremely important for us to have an opportunity to review and suggest recommended changes which will enable all students to acquire a more meaningful and relevant education based upon our individual needs and differences. These regulations are used by administrators, teachers, and boards of education many times to tell us why we can't do something, why our schedules of course offerings are limited, and why we have to take certain subjects. Our school lives in hours and minutes, are scheduled and, since schedules are inherently inflexible, our aim is to suggest changes which allow for maximum flexibility within minimum requirements.

We believe that the most important function of our school today is to provide an experience-based curriculum which reflects the needs of the individual and society.

Under the present system for graduation from senior high school, the requirements for receiving a diploma are based on the idea of credit. A credit is an arbitrary unit most often equated with the successful completion of a planned course in high school. The Department of Education mandates a certain number of credits be required of all students prior to graduation. These requirements are further specified into areas such as three "years" of English, one of math, etc. In addition to this, local school boards are permitted to require other courses be taken, in order to graduate from individual schools.

The Student Advisory Board recommends that the credit system be altered to some extent, since it is too rigid and perhaps not as effective as an education can be. We recommend a system based on competencies as opposed to credit. Under the direction of the Pennsylvania Department of Education, the student would be required to attain a stated level of competence in certain areas of practical education prior to graduation. The question of when a student is considered to be competent should be left up to the teacher in consultation with the principal, with no number of courses prescribed or length of time in class required. An example might be mathematics: a student should be able to calculate the gasoline consumption rate of a car, fill out an income tax form, perform a simple program on a computer, etc. Under this system, perhaps a student would be already competent in half the required areas before entering high school and learn the rest in two years. On the other hand, a student may take longer than three years. Hopefully, all students would graduate only when they are ready; whether it takes a period of time shorter or longer than now, would be immaterial.

The Student Advisory Board also realizes this recommendation is a great change from the present system. Since it is still vague, we suggest that a committee be set up by the Department of Education to investigate the competency-based curriculum system and recommend changes and the guidelines for its implementation. We also, tentatively, set September 1973 as the date for initiation of this committee and June 1978 for its completion. Since this is a long range goal, the Student Advisory Board realizes the present system will continue to be used. Therefore, we would like to investigate the present curriculum regulation of Pennsylvania and recommend certain changes in them to be used until the completed system is initiated.

Strengths of present curriculum regulations:

1. They ensure that all students in the Commonwealth--regardless of race, color, creed or sex--have the same opportunity to acquire minimum skills needed to function as responsible citizens in today's society.

2. They ensure that students who move from one school to another within the Commonwealth will have the opportunity for continuous education without being penalized for the move.

3. They provide the state, which has the constitutional responsibility for education, with a minimum standard to justify the use of public money for the purpose for providing a basic program of instruction for all students.

4. They provide minimums, not maximums.

5. They ensure that all schools must offer some variety for course selection.

6. They have many inherent flexibilities such as permitting fractional units of credit, exceptions to hours of instruction on a basis for awarding credit, credit by exam, summer school, independent study for credit, college advanced placement, part-time and full-time college enrollment, special instruction in all high schools, and the middle school.

Weaknesses:

1. The State of Pennsylvania is a widely diverse Commonwealth, with as many individual needs as it has people. Any attempt to specify regulations which will affect those widely diverse individuals in the same manner is inflexible.

2. Administrators, teachers, boards of education, parents and students are unaware of this flexibility.

3. Understandable descriptions of curriculum offerings are not available to students and parents. Students are not aware of the flexibility that exists (#6 above) and do not understand what is expected before they select those experiences in which they are scheduled to participate.

Recommendations:

1. We recommend that section 7-122, Unit of Credit, which now reads:

> For general course planning purposes only, a unit of credit shall be defined as a planned course of 120 clock hours. Special attention shall be given by school authorities to varying the clock hour requirements in accordance with Sections 7-130 and 7-140 of these regulations.

be changed to:

> For general course purposes only, a unit of credit shall be defined as a completion of a planned course or a competency-based test.

By doing this we expect to create:

a. Less dependence on time and more emphasis on mastery of content for completion of courses.

b. More flexibility for scheduling for individuals.

2. We recommend that section 7-123, Courses, which now reads:

a. Planned Course - A planned course shall consist of at least:

1. A written statement of objectives to be achieved by students.

2. Content to be used to reach objectives for which credit is awarded at the junior high and senior high levels.

3. Expected levels of achievement.

4. Procedures for evaluation.

b. Course Offering - The term, course offering, as applied to section 7-233, shall be defined as a planned course which shall be taught in each secondary school where there is sufficient student demand. Sufficient student demand shall be determined according to either Section 1604 of the Public School Code of 1949, as amended, or school district policy which does not conflict with Section 1604.

c. Authorized Course - An authorized course, as applied to Section 7-234, is defined as a planned course approved for inclusion in the secondary school curriculum.

be changed to:

a. Planned Course - A planned course shall consist of at least:

1. A written statement of general performance of objectives to be achieved by students.

2. Content to be used to reach objectives for which credit is awarded at the junior high and senior high levels.

3. Expected levels of achievement.

4. Procedures for evaluation.

5. A written statement of all four of the above guidelines, which shall be made available to the students before before scheduling courses.

6. Purpose of the course or how it effects it.

- We recommend b and c (Course Offering and Authorized Course) to stay as they are.

By doing this, we expect to:

a. Guarantee comprehensive, sensible course planning.

b. Gain definite understanding by the students of what is expected of them.

c. Develop a more humanistic educational program.

3. We recommend that Section 7-133, Laboratory Work, which now reads:

> Laboratory hours in arts, English, social studies, mathematics, science, business education and modern foreign languages may be equated with classroom hours.

be changed to:

> Laboratory work in all planned courses shall be equated with classroom instruction.

By doing this, we expect to:

a. encourage more experience-based activities in all courses.

b. provide more flexibility in scheduling experiences.

4. We recommend that Section 7-135, Credit of Examination, which now reads:

> Credit may be awarded by the principal in consultation with the teacher to regularly enrolled students who successfully pass an examination which assesses mastery of a planned course, as defined in Section 7-123a, regardless of the time spent receiving formal instruction in the course, in accordance with policies established by the Board of School Directors.

be changed to:

> Credit shall be awarded...to regularly enrolled students who upon request, successfully pass an examination evaluated by the Board of School Directors, according to expected level of achievement.

By doing this, we expect to:

a. Provide more flexibility for the student in course selection based on need rather than requirement.

b. Reduce boredom of students who are now required to sit for 180 days to get a credit.

5. We recommend that Section 7-232, Senior High School Graduation Requirements, which now reads:

> Thirteen planned courses for credit in grades 10, 11 and 12 shall be required for graduation for all students and shall include the following:

a. English--Three planned courses. One of three courses may be speech.

b. Health Education--A planned course which may be taken three periods per week in any one year or one period per week in grades 10, 11 and 12.

c. Mathematics--One planned course.

d. Physical Education--A planned course given at least two separate times weekly in each of grades 10, 11 and 12.

e. Science--One planned course.

f. Social Studies--Two planned courses in accordance with Section 7-153.

g. Subject Acceleration--At the discretion of the school district, courses of below the senior high school level may be used to meet graduation requirements if the standards for awarding credit are equal to those used in the equivalent senior high school course.

h. Other requirements--Other requirements for graduation may be established at the discretion of the school district so long as such requirements do not conflict with those cited in this section.

i. Integration of Courses--Any course listed within this section may be integrated with other courses or may be taught separately.

be changed to:

b. Health Education--A planned course which may be taken three periods per week in any one year or one period per week in <u>each year of attendance</u>.

d. Physical Education--A planned course given at least two separate times weekly in <u>each year of attendance</u>.

- We recommend no changes in sections a, c, e, f, g, h, i.

By doing this, we expect to:

a. Provide easier exit from high school for students who have sufficient background for college admission without 12th grade.

b. Remove the restraint in the wording in the present regulations which require health and physical education to be given each week.

c. Expand the planned course concept to all areas.

We realize that the extent of flexibility in the present system is not recognized by all facets of the educational system. This is exemplified by the lack of implementation of the several flexibile provisions in the current regulations. Therefore, the Student Advisory Board recommends that the Pennsylvania Department of

Education begins an extensive education program, to better acquaint the following eight groups of people involved in education with the inherent flexibility of the Curriculum Regulations.

1. School Boards
2. Intermediate Unit Staffs
3. Superintendents and their Assistants
4. Principals
5. Guidance Counselors
6. Teachers
7. Students
8. Parents and Community

We suggest several alternatives for this educational process: through the statewide organizations that represent each group; by individual correspondence; through the school districts that they are associated with. We understand that all parts of the regulations are not important to all groups. Therefore, in the following sections, we have outlined the areas that are important to a few.

School Districts and Intermediate Units (Administrators, Boards, Supervisors, Teachers)

Every school must have a library with 10 "carefully selected titles" for each student, or 10,000 books, whichever is smaller. Borrowed books may not be included. Also, each secondary school must employ a full-time librarian. This is in section 7-400 of the Curriculum Regulations. School boards should be encouraged to investigate their district's compliance with this regulation, since the library is an important learning resource.

The Pennsylvania Department of Education permits and the Student Advisory Board encourages school districts to adopt a policy that permits both part-time and full-time college enrollment for students within the districts. It may be difficult to have part-time enrollment for schools without a college nearby, but presently, many schools allow seniors to attend college as a freshman. If the recommendations of this board are implemented, it will be very easy for students, whom the school districts feel are qualified, to receive a diploma after the junior year as long as minimum state requirements have been met. The sections on student enrollment in college of the regulations, are 7-144 and 7-145.

A school must accept credit for courses taken by a student in a school elsewhere in the state, as long as the school is accredited by the Department of Education, in compliance with sections 7-138, Transfer for credit.

According to section 7-146, if a student is 14 years old or older, is determined by the school to be not benefiting from the present system, he or she may be placed in a separate curriculum, building, or any other system claimed by the school to better aid in the education of that student. School boards should adopt a policy and budget which provides for these alternatives.

Section 7-143 of the school code permits a school to offer courses for college credit in a wide variety of subjects. In order to make evaluation of students taking the courses simpler, there are standardized tests set up by the College Entrance Examination Board, which should be used more extensively.

Since all regulations are only minimum requirements, the individual school has the power to make whatever additional rules and regulations they feel necessary for the education of the local students. Also section 7-111 and 7-112 of the regulations give the Secretary of Education the power to dispense any or all rules for any individual school for either an experimental program or any other reason the Secretary feels is justified. School districts should develop imaginative programs and seek these exceptions whenever necessary.

Section 7-135, Credit by examination, permits a student to skip a course as long as he or she can pass the final, or some other standard test set up by the school. The Student Advisory Board feels this is an excellent way to aid the more gifted student who becomes bored with some courses. This is easily applicable to the sequential courses like mathematics and foreign languages, and should be used more widely than it currently is.

Another section yet to be fully utilized is 7-141, Independent Study. This in conjunction with 7-134, which allows credit to be awarded regardless of actual time spent in class, makes it easy for a student to pursue independently an area of interest under appropriate supervision and still receive credit for it.

Intermediate Unit Student Forums

In order to work from within the educational system to change our schools' curricula, it is necessary to have a sound understanding of the minimum curriculum requirements established by the State Board of Education. Members of the Intermediate Unit Student Forums can play an important role in making the schools more responsive to the wants and needs of the students.

One function of the Intermediate Unit Student Forums should be to relay ideas for curriculum change from the students to the Department people in Harrisburg who are more directly involved in changing policy. Simply, the Intermediate Unit Student Forum can provide more student input in educational system reform.

In some cases, students will find that the educational system is already more flexible than many people think. It is then important to inform the public of the system's inherent flexibility and to encourage both educators and students to add and modify existing provisions to suit the needs of the times. Thus, a second function of the Intermediate Unit Student Forum can be to urge, encourage, and stimulate public interest in our schools.

Before the Intermediate Unit Student Forum can think about informing the public, we must think about informing the students of the Forum. There are three appropriate ways to do this through:

1. An oral presentation.
2. A workshop.
3. A written document.

Organization of each of these should be fairly easily accomplished within the framework of the Intermediate Unit Student Forum. Establish a committee to organize and run a one-day Curriculum Workshop for the entire Forum. Have the committee divide the Forum into small work groups (each composed of no more than 12 people), each of which will be able to sit down with a resource person from the Intermediate Unit and discuss the regulations. For discussion purposes, it is best to use the March 14, 1969 Regulations of the State Board of Education of Pennsylvania, Chapter 7, General Curriculum Regulations.

At least one person should be placed in each work group to record the discussion, questions, and answers. If the above are recorded and classified according to the regulation to which they relate, it will be simple to organize the proceedings of all the work groups into a larger report, summarizing the outcomes of the workshop.

This final summary should be prepared by the workshop committee, checked by the Intermediate Unit Student Forum's adviser, and distributed to each Intermediate Unit Student Forum member.

Students

Communication with the students in Pennsylvania is one of the primary goals of the Curriculum Regulations Committee of the Student Advisory Board.

There are two organizations which can relay the recommendations made by our committee to the students are:

1. PSCO - Pennsylvania Student Council Organization

2. PYEA - Pennsylvania Youth Education Association

both of these organizations conduct state, regional, and local workshops.

Our recommendations should be sent first to the presidents of the PSCO and PYEA, indicating our purpose for relaying the curriculum regulations to the students. At the various PYEA workshops, this information should be communicated to the representatives of the individual clubs. It should be brought to the representatives' attention that the recommendations prescribed by our committee can possibly help all students in their schools to improve their educational surroundings and programs. The recommendations made by the Curriculum Committee should be publicized in each school, in the Commonwealth.

The Committee's recommendations should also be sent to every student council president in Pennsylvania with the assistance and influence of the PSCO. Copies of our curriculum recommendations should be sent to the officers of the PSCO indicating a need for their help.

When possible, the Student Council and the PYEA should work hand in hand to better communicate the recommendations to the individual students.

Parents and Community

State - To communicate with those people on State level, the recommendations should be sent to the Congress of Parents and Teachers, which is the State PTA. The material should be included in their periodic bulletin or sent to the National Congress for publication in the PTA Magazine. From there it should be sent to all local, council, and district or regional areas for dissemination to all PTA's in the state.

Workshops - Holding annual workshops would be vital in communicating with parents and teachers. Presidents of the local, council, and district or regional could all meet to further discuss ways of presenting and reviewing all matters of concern with Pennsylvania education and finding more and better ways of presenting material to all parts and people of Pennsylvania.

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REGULATIONS

OF THE

STATE BOARD OF EDUCATION OF PENNSYLVANIA

CHAPTER 7

GENERAL CURRICULUM REGULATIONS

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GENERAL CURRICULUM REGULATIONS

Regulations adopted by the State Board of Education on March 17, 1969, pursuant to Section 1317 of the Administrative Code of 1929. These regulations shall become effective July 1, 1969.

7-100 GENERAL PROVISIONS

7-110 General Policy--It shall be the policy of the State Board of Education through the Superintendent of Public Instruction to delegate to a Board of School Directors the greatest possible flexibility in curriculum planning consistent with a high quality of education for every pupil in the Commonwealth.

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7-111 Exceptions to the Curriculum Regulations—The Superintendent of Public Instruction may grant exceptions to individual regulations contained in this chapter, where necessary to adapt these regulations to school district curriculum needs.

7-112 Experimental Programs—The Superintendent of Public Instruction may waive any or all of the regulations contained in this chapter for experimental programs. Such experimental programs shall be evaluated by the Superintendent yearly and may be terminated at the Superintendent's discretion.

7-120 DEFINITIONS

The following definitions shall apply:

7-121 Schools

a. *Elementary School.* An elementary school shall be defined as kindergarten or grade 1 through grade 6, or a school approved as an elementary school by the Superintendent of Public Instruction.

b. *Secondary School.* A secondary school shall be defined as grades 7 through 12 or a school approved as a secondary school by the Superintendent of Public Instruction.

c. *Middle School.* A middle school shall be defined as a school with at least three consecutive grades from 5 through 8 or a school approved as a middle school by the Superintendent of Public Instruction.

d. *Junior High School.* A junior high school shall be defined as grades 7 through 9 or a school approved as a junior high school by the Superintendent of Public Instruction.

e. *Senior High School.* A senior high school shall be defined as grades 10 through 12 or a school approved as a senior high school by the Superintendent of Public Instruction.

7-122 Unit of Credit

For general course planning purposes only, a unit of credit shall be defined as a planned course of 120 clock hours. Special attention shall be given by school authorities to varying the clock hour requirements in accordance with Sections 7-130 and 7-140 of these regulations.

7-123 Courses

a. *Planned Course*—A planned course shall consist of at least:

1. a written statement of objectives to be achieved by students.
2. content to be used to reach objectives for which credit is awarded at the junior high and senior high levels.
3. expected levels of achievement.
4. procedures for evaluation.

b. *Course Offering*—The term course offering, as applied to Section 7-233, shall be defined as a planned course which shall be taught in each secondary school where there is sufficient student demand. Sufficient student demand shall be determined according to either Section 1604 of the Public School Code of 1949, as amended, or school district policy which does not conflict with Section 1604.

c. *Authorized Course*—An authorized course, as applied to Section 7-234, is defined as a planned course approved for inclusion in the secondary school curriculum.

7-124 Others

a. *Principal*—The term principal shall mean the building principal and not the supervising principal.

b. *Superintendent of Public Instruction*—The term Superintendent of Public Instruction shall mean the Superintendent or his designate.

7-130 AWARDING CREDIT

7-131 Course Completion—Satisfactory completion of planned courses shall be determined by the principal in consultation with the teacher.

7-132 Fractional Units of Credit—Courses may be planned on the basis of fractional credit at the discretion of the principal in consultation with the teacher.

7-133 Laboratory Work—Laboratory hours in arts, English, social studies, mathematics, science, business education and modern foreign languages may be equated with classroom hours.

7-134 Exception to Hours of Instruction as a Basis for Awarding Credit—At the discretion of the principal in consultation with the teacher, credit

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may be awarded for the satisfactory completion of a planned course as defined in Section 7-123a, regardless of the time actually spent in class, in accordance with policies established by the Board of School Directors.

7-135 Credit by Examination—Credit may be awarded by the principal in consultation with the teacher to regularly enrolled students who successfully pass an examination which assesses mastery of a planned course, as defined in Section 7-123a, regardless of the time spent receiving formal instruction in the course, in accordance with policies established by the Board of School Directors.

7-136 Summer Schools—Summer school courses may be offered for credit or noncredit according to a plan approved by the Superintendent of Public Instruction.

7-137 Standard Evening High School—Credit for Standard Evening High School courses shall be granted on the same basis as the regular school program as provided in Sections 7-122, 7-123a, and 7-130.

7-138 Transfer of Credit—Credits granted by an approved secondary school shall be accepted by all public secondary schools in the Commonwealth upon the transfer of a student.

7-140 INDIVIDUALIZING INSTRUCTION

7-141 Independent Study—Independent Study courses may be offered for credit.

7-142 Course Credit Flexibility—Students may earn course credit through correspondence study, attendance at summer school, Saturday classes, study at summer camps, or in any other manner considered appropriate by the principal and approved by the Superintendent of Public Instruction.

7-143 College Advanced Placement—College level advanced placement courses may be offered as part of the senior high school program of studies.

7-144 Parttime College Enrollment—High school students may enroll parttime in college with the approval of the high school principal.

7-145 Fulltime College Enrollment—Exceptionally able students may leave high school prior to the senior year to attend approved colleges fulltime at the discretion of the school district. The high school diploma shall be awarded to these students upon successful completion of the freshman year of college.

7-146 Pupils 14 Years of Age or Over Not Benefitting from the Existing Program—Any pupil 14 years of age or older who is not benefitting from the regular program as determined by his teacher may, with the permission of his parents and the school principal, have an individualized schedule containing those subjects from which he can profit to prepare him for an occupational skill. All such programs shall include appropriate instruction in citizenship and communication skills.

7-150 SPECIAL INSTRUCTION TO BE PROVIDED IN THE CURRICULUM OF ALL SCHOOLS

7-151 Racial and Ethnic Group History—In each course in the history of the United States and of Pennsylvania taught in the elementary and secondary schools of the Commonwealth, there shall be included the major contributions made by Negroes and other racial and ethnic groups in the development of the United States and the Commonwealth of Pennsylvania.

7-152 Conservation and Outdoor Education—Conservation and outdoor education shall be a part of the instructional program in every school. This instruction may be presented in separate planned courses or integrated into other courses.

7-153 Secondary Social Studies—During grades 7 through 12, six units of social studies shall be offered, of which four units shall be required.

The four required units shall consist of two units of World Cultures and two units of American (U.S.) Culture which shall be interdisciplinary studies taken from the social sciences (anthropology, economics, geography, history, philosophy, political science, psychology and sociology). The two units of electives may be either single-discipline or interdisciplinary courses.

Of the six units, at least two units shall be taught in grades 10 through 12 and be required for graduation.

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7-154 Intergroup Education—Intergroup education concepts shall be included in appropriate areas of the instructional program of every school.

7-200 SCHOOLS

7-210 ELEMENTARY SCHOOLS

7-211 ELEMENTARY CURRICULUM

a. *Kindergarten*—Kindergarten curriculums are exempted from the provisions of Section 7-211, b through j. Kindergarten curriculums shall meet standards established by the Superintendent of Public Instruction.

b. *Fine Arts*—Planned courses in art and music shall be taught in each year of the elementary school.

c. *Health*—Health education content shall be taught as a part of the instructional program each year of the elementary school.

d. *Language Arts*—A planned course in the language arts shall be taught in each year of the elementary school. This course shall emphasize skills in listening, speaking, reading, and writing, and shall include instruction in language, literature, and composition. Priorities for instruction shall be in the skills of speaking, reading and composition.

e. *Mathematics*—A planned course in mathematics shall be taught in each year of the elementary school. The content of this planned course shall consist primarily of the study of the fundamental number operations. In addition an emphasis shall be given to the study of informal algebraic and geometric concepts.

f. *Modern Foreign Languages*—Planned courses in modern foreign languages may be taught as part of the elementary school curriculum.

g. *Physical Education*

1. A planned course in physical education shall be taught daily in every grade of the elementary school, or
2. A planned course of adapted physical education shall be taught in every elementary school.

h. *Practical Arts*—Structured industrial arts content and home economics content may be a part of the program each year of the elementary school.

i. *Science*—A planned course in science, including laboratory type experiences, shall be taught in each year of the elementary school.

j. *Social Studies*—A planned course in the social studies shall be taught in each year of the elementary school. The content of this program shall include anthropology, economics, geography, history, political science and sociology. These may be combined into one general area known as social studies.

k. *Integration of Courses*—Any planned course listed within this section may be integrated with other courses or may be taught separately.

7-220 MIDDLE SCHOOLS

7-221 MIDDLE SCHOOL CURRICULUM

The curriculum of the middle schools shall be exempted from the requirements for the Elementary Curriculum, Section 7-211, and the Junior High School Curriculum, Section 7-231. The school districts shall submit to the Superintendent of Public Instruction a written request for approval to establish a Middle School Curriculum.

7-222 WRITTEN REQUEST FOR APPROVAL OF CURRICULUM

Written requests shall contain:

a. A precise statement of the objectives of the school.

b. A description of the characteristics of the children to be served by the school.

c. A description of the curriculum to be offered which meets both the objectives and the needs of the children served by the school.

d. A plan for the evaluation of the curriculum at least biennially.

7-223 SUBJECT PLACEMENT

All or part of any planned course usually considered to be part of the elementary or secondary school may be taught in the middle school.

7-230 SECONDARY SCHOOLS

7-231 JUNIOR HIGH SCHOOL CURRICULUM—The junior high school curriculum shall include, as a minimum, the following planned courses:

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a. *Adapted Physical Education*—A planned course of adapted physical education shall be taught in every junior high school. This may be given in place of Section 7-231i.

b. *Developmental Reading*—A planned course for developing reading skills in the content areas. Completion of this course may be accelerated for able pupils. Time spent by pupils in remedial reading courses may be counted toward this requirement.

c. *English*—Two planned courses with content selected from language, literature, and composition. One of the two courses may be speech. The first priority for instruction shall be language study.

d. *Fine Arts*—One planned course in art and one planned course in music, each equivalent to three-fifths of a unit. These courses may be concentrated within one year or divided among the junior high years.

e. *Health Education*—A planned course which may be taught three periods per week for one year, or one period per week in each of grades 7, 8 or 9, or the equivalent scheduling approved by the Superintendent of Public Instruction.

f. *Industrial Arts or Homemaking*—One planned course of both, taught in either grade 7 or grade 8 or the equivalent divided between grades 7 and 8. Industrial arts and homemaking shall be a required offering in grade 9.

g. *Laboratory Science*—Two planned courses.

h. *Mathematics*—Two planned courses with content selected primarily from arithmetic, algebra, geometry, trigonometry, and probability and statistics. An understanding of the structure of mathematics shall be emphasized.

i. *Physical Education*—A planned course given at least two separate times weekly in each of the grades of junior high.

j. *Social Studies*—Planned courses in accordance with Section 7-153.

k. *Additional Planned Courses*—Three planned courses with content selected to reflect student needs. At the discretion of the school district planned courses authorized to be taught in either the senior high school or the elementary school may be taught in the junior high school.

l. *Modern Foreign Languages*—Planned courses in modern foreign languages may be taught as part of the junior high school curriculum.

m. *Unit of Credit Provisions*—The unit of credit provisions of Sections 7-122 and 7-130 shall apply to the junior high school curriculum.

n. *Integration of Courses*—Any planned courses listed within this section may be integrated with other planned courses or may be taught separately.

7-232 SENIOR HIGH SCHOOL GRADUATION REQUIREMENTS

Thirteen planned courses for credit in grades 10, 11 and 12 shall be required for graduation for all students and shall include the following:

a. *English*—Three planned courses. One of the three planned courses may be speech.

b. *Health Education*—A planned course which may be taken three periods per week in any one year or one period per week in grades 10, 11 and 12.

c. *Mathematics*—One planned course.

d. *Physical Education*—A planned course given at least two separate times weekly in each of grades 10, 11 and 12.

e. *Science*—One planned course.

f. *Social Studies*—Two planned courses in accordance with Section 7-153.

g. *Subject Acceleration*—At the discretion of the school district, courses offered below the senior high school level may be used to meet graduation requirements if the standards for awarding credit are equal to those used in the equivalent senior high school course.

h. *Other Requirements*—Other requirements for graduation may be established at the discretion of the school district so long as such requirements do not conflict with those cited in this section.

i. *Integration of Courses*—Any course listed within this section may be integrated with other courses or may be taught separately.

7-233 OFFERINGS IN SENIOR HIGH SCHOOLS

In addition to the planned courses actually required for graduation as set forth in Section 7-232, every senior high school shall have other course

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offerings. The term "offerings" is defined in Section 7-123b. These offerings shall include the following:

a. *Adapted Physical Education*

b. *Business Education*

c. *Conservation and Outdoor Education* in accordance with Section 7-152.

d. *Consumer Education*

e. *Fine Arts* including instrumental music, vocal music, music appreciation, studio art, art appreciation and related arts.

f. *Foreign Languages* in each school system at least two foreign languages, one of which shall be a modern foreign language given in a minimum four-year sequence.

g. *Home Economics and Family Studies*

h. *Industrial Arts* including concepts of manufacturing and construction, power technology, and visual communications.

i. *Laboratory Sciences* including biology, physics and chemistry.

j. *Mathematics*—at least three years acceptable for college admission.

k. *Personal and Family Survival* included as a part of a related planned course.

7-234 AUTHORIZED COURSES

In addition to course titles mentioned in Sections 7-210, 7-220, and 7-230, the school district may offer such additional courses as authorized by the Superintendent of Public Instruction in accordance with Section 7-123c in the general areas of mathematics, social studies, foreign languages, humanities, English, fine arts, vocational-technical education, home economics, science, industrial arts, family studies, driver education and aviation education.

7-300 APPROVAL OF SCHOOL PROGRAMS BY THE SUPERINTENDENT OF PUBLIC INSTRUCTION

7-310 PREAPPROVAL

Approval by the Superintendent of Public Instruction shall be obtained prior to the following actions:

a. Changing a grade pattern in a school system.

b. Establishing a new secondary school.

c. Establishing a middle school.

d. Constructing new housing, in whole or in part, for any school.

e. Scheduling half-day sessions, in grades 1 through 12.

f. Conducting an experimental program as outlined in Section 7-112 of these regulations.

g. Initiating a program requiring a curriculum exception as outlined in Section 7-111 of these regulations.

7-320 APPROVAL OF SECONDARY SCHOOL PROGRAMS

7-321 Responsibility for Standards for Approval—Standards for approval of secondary schools shall be established by the Superintendent of Public Instruction.

7-322 Periodic Evaluation and Approval—All schools—public, nonpublic, non-profit and private—shall be subject to periodic evaluation by the Superintendent of Public Instruction for the purpose of program approval. Secondary school program approval may be granted a school which meets any of the following:

a. Standards established by the Superintendent of Public Instruction.

b. Accreditation by the Middle States Association of Colleges and Secondary Schools.

c. Any other evaluation approved by the Superintendent of Public Instruction.

7-323 Secondary School Approval—Secondary school approval shall certify that the school qualifies for state reimbursement and that the diplomas issued by such schools constitute valid pre-professional credentials.

7-324 Continuing Approval—Each approved secondary school shall submit annually to the Superintendent of Public Instruction a secondary school report in such form and at such time as determined by the Superintendent of Public Instruction. This report shall be reviewed for compliance. Approval may be revoked for non-compliance.

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7-400 SCHOOL LIBRARIES

7-410 Book Collection—By September 1970, each school district shall have a library book collection of no less than ten carefully selected titles per elementary and secondary pupil or a collection of 10,000 titles per school, whichever is smaller. Books borrowed from non-school libraries may not be counted in this total. Schools constructed after September 1968 shall be given four years to comply with this regulation.

7-420 Elementary School Librarian—Each school district shall employ a fulltime, certified elementary teacher or school librarian to provide leadership in the development of an effective elementary library program. An individual appointed to this position must secure certification as an elementary school librarian before September 1973.

7-430 Secondary School Librarian—Every secondary school shall employ a fulltime, certified school librarian.

7-440 School Library Program—By September 1973, every school district shall have in operation a comprehensive library program, including printed material and non-printed media. This program shall encompass kindergarten or grade 1 through grade 12 and shall meet standards established by the Superintendent of Public Instruction.

7-500 CREDENTIALS EVALUATION

7-510 COMMONWEALTH SECONDARY SCHOOL DIPLOMA

7-511 Requirements for Issuance—The Commonwealth Secondary School Diploma may be issued to an applicant who is a resident of Pennsylvania and who meets the following requirements:

a. A passing score as determined by the Superintendent of Public Instruction on the high school level Tests of General Educational Development, or

b. Presentation of evidence of full matriculation and the satisfactory completion of a minimum of one full year (30 semester hours) in an accredited college.

7-512 Restriction on Issuance—The Superintendent of Public Instruction shall not issue a diploma until after the class of which the applicant was a member has been graduated.

7-513 Recognition of GED Tests—The Superintendent of Public Instruction may recognize passing scores on the high school level Tests of General Educational Development as fully meeting the requirements on the secondary level for Certificates of Preliminary Education.

7-520 CERTIFICATE OF PRELIMINARY EDUCATION

7-521 Requirements for Issuance—An applicant may be issued a Certificate of Preliminary Education upon presenting:

a. Evidence of graduation from a state approved senior high school with sixteen units of credit in grades 9, 10, 11 and 12 or its equivalent as determined by the Superintendent of Public Instruction, or

b. Evidence of full matriculation and the satisfactory completion of a minimum of one full year in an accredited college or university, or

c. A Commonwealth Secondary School Diploma, or

d. Evidence of completion of the requirements for a Commonwealth Secondary School Diploma as set forth in Section 7-510 except that it will not be required that the applicant be a resident of Pennsylvania.

7-522 Additional Means to Meet Requirements—The following means may also be used to meet the requirements for the Certificate of Preliminary Education:

a. Attending an approved secondary school (day, evening, summer);

b. Through examinations administered by the State Education Agency of another state or the designated agents of that agency.

7-523 Veterans—Veterans of World War II or applicants who are on active duty or who have been on active duty after 1946 in a branch of the armed forces may earn secondary school credit in the following manner:

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a. By completing courses listed in the USAFI (United States Armed Forces Institute) catalogue, or

b. By passing USAFI examinations administered in the service, or

c. By completing courses listed in the Guide to the Evaluation of Educational Experiences in the Armed Services.

7-524 Foreign Students—Foreign students without educational credentials may earn the Commonwealth Secondary School Diploma, by meeting the requirements set forth in Section 7-510, or may earn the Certificate of Preliminary Education by meeting the requirements set forth in Section 7-520.

7-530 EVALUATION OF WORK IN NONAPPROVED SECONDARY SCHOOLS

7-531 Nonapproved Secondary Schools of Pennsylvania—Courses completed in a nonapproved secondary school for professional purposes may be approved through the subsequent graduation from an approved secondary school after the satisfactory completion in such approved secondary school of advanced courses in the fields of English, mathematics, science, and social studies. These requirements may be met by a minimum of unit courses in English and science and one-half unit courses in mathematics and social studies.

7-532 Nonapproved Secondary Schools of Other States—An applicant who has been graduated in another state from a high school that is not on an approved list of secondary schools may clear this work by passing an examination administered by the State Education Agency of that state, or the designated agents of that agency, or by meeting the requirements set forth in Sections 7-510 or 7-520.

7-540 EQUIVALENT COLLEGE CREDIT

7-541 Subject Areas—College credit may be accepted toward meeting the requirements for preliminary education in these subjects: Literature, Latin, French, German, Spanish, Russian, Italian, history, mathematics, advanced space science, physics, biology, chemistry, English composition or in any other academic or technological subjects if the requirements set forth in subsection a, b, c and d below are satisfied:

a. When any or all of these subjects are offered in an approved secondary school and specially designed and taught at the college-freshman level.

b. When the student has passed the required examination prescribed as part of the program or if the student has passed the College Advancement Placement Examination in the subject.

c. If the college admitting the student will accept the advanced college credits as part of the requirements for the associate or bachelor's degree.

d. When a record of the courses with credit allowed by the College has been submitted to the Department of Public Instruction by the college.

7-542 Acceptance of Examinations—The Superintendent of Public Instruction may accept as equivalent college credit examinations on the college level offered by institutions of higher learning for preliminary education for the professions.

7-550 USAFI COURSES

The Superintendent of Public Instruction may accept for purposes of meeting preliminary education requirements, USAFI college course credit granted by an approved college or university.

7-600 RELATED CURRICULUM AREAS

7-610 General Extension Education—Extension education programs may be approved according to standards established by the Superintendent of Public Instruction.

7-620 Summer Schools—Summer school programs may be established according to standards established by the Superintendent of Public Instruction.

7-630 Standard Evening High School—Standard evening high school programs may be established according to standards established by the Superintendent of Public Instruction.

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REPORT OF THE TEACHER EDUCATION AND CERTIFICATION COMMITTEE

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TEACHER EDUCATION AND CERTIFICATION

Preface

One of the most crucial elements which affects learning in schools is the teacher. Students from every part of Pennsylvania pose serious questions about the competency of teachers for their specific assignments. Since teachers are so significant in the lives of students, as sources of information, as models of attitudes and behaviors, and as creators of the learning atmosphere, students desire a voice in designing criteria by which teachers may qualify for certification or be evaluated after employment. Students believe that they should have the right to responsibly question the professional competency and judgements of their teachers, without being subject to retaliation.

The Current Situation

Tenure laws protect teachers. The language of Section 1122 lists causes for dismissal without establishing criteria. Most of the causes for dismissal listed are difficult to prove. In particular, incompetency is a vague term, open to a variety of subjective judgements.

Certification laws are intended to protect students. However, instances continue to be found of teachers prepared in programs which provide insufficient experiences in classrooms, of teachers employed on bases other than certification, and of teachers assigned on the basis of administrative need rather than of certification.

Students believe that competency criteria should be specified, and that school staffing should be more strictly monitored.

The evaluation of teachers is frequently perfunctory, or conducted unilaterally by administrators. Evaluation of teachers is currently being argued widely. Rating is usually by a single person, who is also responsible for educational leadership and assistance to teachers.

Students believe that a new teacher evaluation mechanism should be created.

Recommendations

Teacher Preparation

The preparation of future teachers is very important in the educational cycle. This preparation should include the exposure to the classroom as early as the freshman year. Training should progress with various experiences in the first two years; dealing with the differences in age groups, variance in sizes of groups, subject matter, academic ability and cultural background. Potential educators at this level, will be observing, aiding, tutoring, or performing any other function beneficial to their learning and to the students to whom they will be relating.

In the last two years of education, the student teaching experiences should be relevant to the specific area of their concentrated study.

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Teacher Preparation (Cont'd)

NOTE: The general standards which govern teacher preparation should include a statement of minimum requirements for field experience.

To assure the success of the field experiences the cooperating teacher should be both volunteer and screened by the teacher preparing colleges.

Teacher Hiring

Each school district should be asked to use a screening committee for the employment of teachers. The committee should include two administrators, a student (high school only) and a teacher from the appropriate department.

All teacher candidates should be required to demonstrate abilities by teaching for at least one-half day in the school for which they are being considered. The screening committee should be required to elicit reactions of students to the candidate's teaching.

Competency considerations being equal, teachers who support co-curricular activities should be favored for employment, since the school should assist with social and physical as well as mental development. All duties and responsibilities that will be required by the administration should be clearly defined at the time of pre-hiring screening.

Teacher Evaluation

Evaluation of teachers should be done by teams of specially trained professional evaluators, and not by administrators, peers committees, or student committees. These evaluation teams should include persons trained in subject areas and in human communication skills. Consideration should be given to locating such teams in individual intermediate units to avoid local conflicts or favoritism. Minimum number of evaluation visits and criteria for consideration should be established.

These recommendations have been made after efforts to obtain opinions of administrators, teachers and our fellow students. We believe that the impact of these recommendations will be to assure a supply of better educators, who in turn will stimulate students to higher achievement.

Schools should employ a resource person to whom teachers can go for professional assistance without influencing evaluation. The teachers should not feel obliged to hide their inadequacies in fear of influencing their evaluations.

STUDENT ADVISORY BOARD RECOMMENDS THAT:

1. The State Board of Education adapt or alter regulations to:

   a. Require evaluation of teachers only by specially constituted evaluation teams, located at the Intermediate Unit level, to include specialists in teaching methodology, communications skills and subject areas.

   b. Eliminate evaluation responsibility from role of administrators and supervisors, so that they may function as resources and aids to teachers.

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STUDENT ADVISORY BOARD RECOMMENDATIONS (CONT'D):

c. Increase the strictness of monitoring school staffing practices.

2. The Secretary of Education modify regulations or guidelines to provide for:

   a. Required progressive and variant sequence of field experiences throughout entire length of teacher education programs.

   b. A statement of <u>minimum</u> time requirements for student teaching.

   c. A statement of criteria for the selection of cooperating teachers.

3. The Secretary should also invite students to participate in the determination of competency criteria.

4. School District officials should be urged to inaugurate screening committees for the employment of teachers. The committees should include two administrators, a student (high school only) and a teacher from the appropriate department. They should incorporate the practice of requiring a demonstration of teaching abilities in their own schools, and of eliciting student reactions to such teaching.

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REPORT OF THE ALTERNATIVE SYSTEMS COMMITTEE

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"We believe that learning should not be totally confined by one method of teaching or by one location."

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If a man does not keep pace with his companions perhaps it is because he hears a different drummer. Let him step to the music which he hears however measured or far away.

Henry David Thoreau

The following are what we believe to be definitive characteristics of the alternative as opposed to the traditional program:

ALTERNATIVE	TRADITIONAL
Individual-oriented	Group-oriented
Schooling need not occur in the building	Building- and book-oriented
Prepare an individual socially as well as academically for life	Goals are: grades, graduation and college
	Primarily involves lecturing as teaching method
Flexible scheduling, benefits teachers as well as students	Rigid time frames (schedule)
**********	
Differential staffing	Too much emphasis on rules and regulations
Teaching methods: team teaching independent study mini courses discussion groups	"Class" society
	Standardization
	Carnegie Units
Student evaluation of school systems with administration at least aware of them	Standard length of year
	Too many loopholes which can be used to avoid meeting requirements for curriculum offerings
Re-evaluate "class" system with teachers and students in higher position	
Year-round school, i.e. 45-15, 3 semesters	
Overall increased options within the system	

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In examining the how's and why's of alternative education, we must inevitably ask ourselves, "Why are we concerned?" Perhaps the best way to answer this question is to determine what our ends are, and to then derive the best possible means to those ends. Primarily our interest lies in providing a quality education for as many students as possible.

Today, as in the past, the traditional schools have provided more than satisfactory education for a large number of students. There is, however, a percentage of students who find the present educational environment not conducive to learning. It is this group that merits our concern, and they are the reason that we feel it is necessary to study alternative systems as a supplement to a basically good educational system.

We can site statistics and percentiles that show that our schools have produced to some degree, a marketable product, but we have lost sight of the individual student and the humanistic aspects of education. This does not mean that there is a sizeable minority who will not benefit from the traditional school. Alternative education does not represent the coddling of a few very verbal students, but rather, it represents a choice for a growing number of students who have valid reasons for seeking a "different" type of education.

We must get away from the idea that it is a waste of time and money to attempt to salvage students who have a contribution to make but who have been overlooked or lost in the regimentation and restriction of traditional schools.

This is not intended to denounce the present educational system as ineffectual or antiquated. As stated, traditional schools have provided a satisfactory education for many students. Alternative education recognizes the needs of a minority, but it is not intended to be a replacement for the educational system we have now. If we can supplement the present system with alternatives we can make a basically good system better.

The establishment of alternatives will affect teachers. Although the following statements concerning teachers in relation to alternative systems may seem a bit idealistic, they do describe the changes that could possibly be brought about. An increased freedom for the teachers would hopefully cause an increased interest in teaching. They would now teach in an environment that would enhance their styles and talents.

Another valid reason for concern over alternative programs is that a real need for this type of education has already been evidenced. The Parkway School, the Alternative East and West, the Altoona Alternative School and others, show that a number of school districts have already recognized the fact that traditional schools are not the answer for all students. These programs have been condemned by some for supposedly pacifying students who do not wish to be part of the present system. What we must realize, however, is that these dissatisfied students, if we choose to ignore their grievances, may well appear as statistics in a study of drop-out rates, as recipients of welfare checks, or as disenchanted college students. We are not saying that there is only a possibility that this will happen. What we must inevitably ask ourselves is if we are willing to bear the consequences of it happening because of our disinterest. In essence we must be concerned with alternative education because to ignore it is to deal later in life with serious problems that may have been prevented by better schooling.

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Recommendations

1. We realize that there are many public and private alternative systems now in existence that will probably go out of existence due to a lack of funds or else will curtail the quality of the education now offered because of their dwindling finances.

   The Department of Education should consider approving aid to those that present a list of practical objectives, a realistic budget, a description of the curriculum and the course content and a list of the teachers they would employ and their qualifications. The establishment of innovative programs will also require a financial commitment on the part of the funding units or participating school districts. This commitment would perhaps insure a greater dedication on the part of those involved.

   In establishing an alternative program, it is inevitable that some monies will be needed to develop the curriculum and a new learning environment. Placed under the general heading of developmental monies, these funds would be used to provide materials such as: projectors, books, and transportation for community-based learning experiences. Money can be used for the leasing of a building that may be used as a home base for an alternative program. Money must also be provided for teacher and administrator in-service councils so that they can travel to alternative schools and become aware of trends in education. Funds will also be needed for the plan for one "change office" per three or four Intermediate Units, as outlined later in this paper.

   Because money happens to be a limited resource, it is necessary for the Department to establish a deadline for the inception of total "home funding" of alternative programs. The Committee recommends that these programs be funded in the following manner:

   First year: 100% state funding
   Second year: 100% state funding
   Third year: 75% state and 25% local funding
   Fourth year: 50% state and 50% local funding

   The allocations in terms of dollars made by the State shall correspond to the per pupil expenditure (PPE) for the school district receiving the aid. For example, if the PPE for a given district is $650 and 100 students will be enrolled in the alternative program, the State will provide $65,000 for the first two years and so on. This recommendation is based on the theory that alternative programs do not have to cost any more than traditional programs. If, after an independent evaluation, following the fourth year of operation, the alternative program is found to be successful, the local authorities can hardly refuse to continue the program with full local funding, beginning with the fifth year of operation.

2. Although administrators, teachers, students and parents may be enthusiastically committed to making an alternative school or system work, they will need advice and additional information. This need can be filled by competent consultants, who could be provided by the state, with their offices located at a change office. In order to defray some of the expenses involved, the consultants would serve an area composed of three or four Intermediate Units. These regional offices, as their name suggests, would be oriented to encourage change in education. Teachers with innovative ideas could seek assistance at these centers and could plan and work out their ideas without fear of reprisal

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from their school district. The office would also serve as a resource center for teachers who would like to rejuvenate their teaching skills and techniques. This purpose is of the utmost importance, as teachers can be stifled by changeless schedules which allow little variation in technique. It would encourage teachers to accept and try new ideas and to stay informed on the latest innovations in education. Hopefully, teachers would be more open to change and their teaching methods would improve, if they were provided with the proper support.

As with any good idea there must be some vehicle to initiate interest and to keep interest alive. In-service councils composed of concerned students, administrators, teachers, school directors, Intermediate Unit staff members, and citizens would facilitate this purpose. The executive directors of the Intermediate Units would select the council members, who would be responsible for providing seminars for teachers in school districts making the transition to an alternative education system or program, thereby supplementing the change offices. After obtaining information from the change office and making the plans to implement an alternative program, the school district would then look to the in-service council for help in actually making the transition.

3. We also recommend the total utilization of a community's facilities. The Department of Education could encourage this by suggesting that merchants offer their facilities at a discount. Pamphlets describing ways in which to supplement education with facilities such as public swimming pools should be produced and distributed.

   Teachers and students could study activities in the community to discover whether or not they would be beneficial to a course. The student or teacher could then describe how and why the community facilities would be an asset to the curriculum and how much it would cost to utilize that particular facility.

Conclusions

An attempt has been made in the preceding pages of this report, to offer to the Pennsylvania Department of Education, plausible recommendations for the improvement of secondary education in the Commonwealth through the use of alternative programs. We feel that most of the resources are available, i.e., teachers, students and facilities. The Department's job now is to make alternatives in education more attractive to and easily obtained by, local districts.

REPORT OF THE STUDENT RIGHTS AND RESPONSIBILITIES COMMITTEE

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STUDENT ADVISORY BOARD'S RECOMMENDATIONS
FOR
STUDENT RIGHTS AND RESPONSIBILITIES

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II. Student Responsibilities

III. Student Involvement
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- B. Curriculum Planning
- C. School Boards
- D. Student Government
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- A. School Rules
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I. FREE EDUCATION AND ATTENDANCE

Children in the Commonwealth between the ages of 6 and 21 years have the right to a free and full public education. Minors are required by law to attend an approved educational institution until 17 years of age. Students may not be asked to leave school merely because they have reached 17 years of age if they are fulfilling their responsibilities as students. Those responsibilities require students to follow and complete the course of study prescribed by the local school board.

The right to attend public schools and the compulsory attendance laws apply to migratory children, to married and to pregnant students. A student may not be excluded from the public schools nor from extra-curricular activities because pregnant or married.

Exceptions to the compulsory attendance laws are permitted by statute for certain types of approved employment.

Public School Code Sections 1301, 1326, 1330.

II. STUDENT RESPONSIBILITIES

Student responsibilities include regular school attendance, conscientious effort in classroom work, and conformance to school rules and regulations. Most of all, students share with the administration and faculty the responsibility to develop a climate within the school that is conducive to wholesome learning and living.

No student has the right to interfere with the education of his fellow students. It is the responsibility of each student to respect the rights of all who are involved in the educational process.

Students should express their ideas and opinions in a respectful manner so as not to offend or slander others.

IT IS THE STUDENT'S RESPONSIBILITY TO:

Be aware of all rules and regulations for student behavior and to conduct themselves in accord with them and to abide by them.

Be willing to volunteer information in disciplinary cases and cooperate with school staffs should they have knowledge of importance.

Dress and appear so as to meet fair standards of safety and health.

Assist the school staff in running a safe school for all students enrolled therein.

Assume that until a rule is waived, altered or repealed that it is in full effect.

Be aware of state and local laws and to comply with them.

Protect and take care of the school's property.

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III. STUDENT INVOLVEMENT

THE STUDENT ADVISORY BOARD RECOMMENDS THE FOLLOWING:

A. Policy Statement

The school as a diverse center of learning invites the unlimited exposure and exchange of ideas and issues to students. It is therefore the right of any student to question, examine and debate any issue relating to the world community or the functions and proposals of his school, such as discipline, scheduling, school policy. Every student has the right to expect a direct and complete answer (if possible) to the questions raised.

It is the student's responsibility to ask these questions in the proper time and place. It is the school's responsibility to provide a proper forum for such questions.

B. Curriculum Planning

Curriculum committees composed of students, faculty, administrative, and board or board appointed representatives shall be established in each secondary school in the Commonwealth.

The following provision from New York State Education Department's "Guidelines for Students' Rights and Responsibilities" is adopted by the Student Advisory Board as part of its recommendation.

IN CURRICULUM PLANNING

Increasingly school authorities recognize the importance of student participation in determining the nature of their education and are providing channels through which students can substantially contribute to determining which courses are taught, the content of the courses, and methods of evaluating both the courses and their own performance.

Obviously the degree of involvement is a function of age, grade, maturity, and sophistication of students on one hand and the level and complexities of courses on the other. However, even if the student at a particular point is not skilled in content or curriculum design, he is the customer and consumer, and his opinions as to impact or probable impact of courses, course material and procedures can be extremely important and deserve careful analysis and full consideration.

One constructive means of involving students in the planning and evaluation of curriculum and instruction is a faculty-student curriculum committee composed of student, faculty, administrative, and board or board appointed representatives. Such a group could review existing curriculum offerings and explore possible changes and additions on an annual or other regularly established basis.

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C. School Boards

Students should have an opportunity to be heard by their school board and to participate to a degree in its deliberations. It is recommended that:

1. There be established a non-voting membership on the school board for a student selected by the student body of the district.

2. The students through their student governments, shall have the right to petition and be heard by the school board on issues affecting the student body at large, preferably through a representative who shall be either the student government leader or the ombudsman (defined in Article IV, Section C).

The school board shall reserve time, when requested, at school board meetings to hear such a representative.

D. Student Government

1. Students shall be free to establish and be encouraged to participate in student government that provides all students a voice in school affairs through a representative system.

2. Student government shall represent the interests of the students in the formulation of school policies, such as curriculum development, instructional practices, and disciplinary procedures.

3. Students shall be permitted to participate in the conception and development of the charter for their student government.

4. The charter should establish policies concerning:

   a. the purposes of the organization;

   b. the rules for conducting elections and campaigns, including provisions insuring non-discriminatory practices;

   c. the degree to which the student body has power to allocate student activity funds; and

   d. the extent of the organizations access to the school's communications resources.

E. Student Organizations

1. Procedures for the establishment of student organizations should be adopted.

2. Any group of students, who have a faculty sponsor, should be permitted to establish an organization that may make use of school facilities, on at least the same terms that apply to citizen's groups seeking to use such facilities.

3. Student organizations may not advocate or be formed for illegal purposes, nor may they discriminate against applicants in terms of race, creed, sex, or national origin.

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IV. DISCIPLINE AND GRIEVANCE PROCEDURE

A. School Rules

The school board and staff may legally make reasonable and necessary rules governing the conduct of students in school. The rule-making power, however, is not unlimited: it must operate within statutory and constitutional restraints. A school board has only those powers which are enumerated in the laws of the state, or which may reasonably be implied or necessary for the orderly operation of the school.

School boards may not make rules which are arbitrary, capricious or outside their gift of authority from the legislature. Their rules must stand the test of fairness and reasonableness. While there is no hard and fast definition of what is reasonable, a rule is generally considered so if it utilizes a rational means of accomplishing some legitimate school purpose.

School rules are assumed to be "reasonable" until they are rescinded or waived. The first priority of the student should therefore be to obey the rules while working through channels to help change those which he/she does not approve of.

Public School Code Section 510

THE STUDENT ADVISORY BOARD RECOMMENDS THE FOLLOWING:

B. Discipline

1. Punishable offenses shall be formally adopted, defined, and published along with the degree or nature of the punishment for each offense. Undefined offenses or offenses which are neither published nor promulgated in a manner that would adequately inform the student body of the offense shall not be punished.

2. Offenses by a student shall not affect that student's academic record, achievement, standing, class rank, nor school track. Disciplinary records shall be kept apart from academic records.

3. Access to some form of a grievance or appeal procedure for the student to challenge the punishment before it is carried out.

4. Other means of discipline should be used before suspension or expulsion, such as in-school or after-school detentions.

5. In or out of school counseling should be used as an alternative to or in conjunction with punishments.

6. Effective guidelines sufficiently specific to enable students, teachers, administrators, and parents to know what is expected in terms of conduct and discipline within the schools should be established and made available in written form. Students should have some voice in the formulation of these guidelines.

7. Rules and Regulations should be published and distributed to the students or posted in prominent locations throughout the school.

8. Students shall not be required to perform work for the school as punishment, unless it is to clean up messes that they have caused themselves.

9. Students shall not be punished as a group or at large for the offenses of known or unknown individuals.

10. Students shall be permitted to make up, without penalty, exams and work missed while being disciplined.

11. Simple acts of affection - such as holding hands, embracing, kissing - shall not be punished.

C. Grievance Procedure

A procedure for the redress of personal grievances should be adopted. The procedure used in the Philadelphia School System is recommended as a possible model. In smaller school districts, an appeal to the school board is suggested. In setting up grievance procedures, school boards should cooperate with students, parents, faculty, and administrators.

Particular attention should be directed to the position of Ombudsman. The Student Advisory Board strongly recommends the adoption of such a position. The Ombudsman may be a representative of the Student Government. The Ombudsman would also represent elementary students.

The Student Advisory Board also strongly recommends a limited right of appeal to the Secretary of Education from the final decision at the school district level, as is being done in New York and New Jersey. This may require legislation.

The Philadelphia School System's Student Bill of Rights and Responsibilities provisions on grievance procedure and the Ombudsman, along with the provisions of New York State's recommended grievance procedure are included as recommended guidelines for the Commonwealth.

The Philadelphia Grievance Procedure

OMBUDSMEN

In order to assure that each student is informed concerning his rights and responsibilities as provided in this Bill at the discretion of the student government in each high school, there may be established in each high school the position of ombudsman. Ombudsmen shall be elected by or composed of members of the student government or elected by the student body at large. The number of ombudsmen needed in any school shall be determined by the student government in consultation with the principal. Ombudsmen shall serve voluntarily and without compensation and may be qualified students of that school, parents, teachers, counselors or responsible qualified citizens of the community-at-large. It shall be the responsibility of the Superintendent of Schools to provide the necessary training of ombudsmen prior to their taking office and will establish a procedure for declaring an individual unqualified or unfit to serve as an ombudsman. In no case shall an ombudsman supersede the right or obligation of a parent to counsel, protect or represent his/her son or daughter.

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GRIEVANCE PROCEDURE FOR SENIOR HIGH SCHOOL STUDENTS

Section 1—Definitions

A grievance is a complaint by a student in the School District of Philadelphia that there has been to him a personal loss, injury, or a violation, misinterpretation or inequitable application of an established policy governing students.

It is a basic policy of the student grievance procedure to encourage students to discuss their grievance informally with the person against whom the grievance is directed, prior to the grievance procedure. The student may seek advice or services of the ombudsman in attempting to solve the grievance informally. If the student so desires, the ombudsman shall accompany the student in going to the staff member at this informal stage.

It is expected that tho great majority of cases will be resolved in this fasion.

Where this technique is proved to be inadequate or the student is unable to do this, he may invoke the grievance procedure.

Section 2—Procedure for Adjustment of Grievances

1. The grievance shall be submitted in writing to the principal. However, if the grievance involves the principal directly or is directed against a policy that the principal has decided upon, the student may decide to skip step 1 and proceed immediately to the District level.

   Within 5 school days, the principal shall call a meeting of the student, who may be accompanied by ombudsman or parent, the staff member and the PFT representative, if the staff member so chooses, to discuss the grievance. The principal shall make every effort to resolve the matter equitably and as quickly as possible, but within a period not to exceed 3 days. The principal shall communicate his decision in writing to the student, parent, and the staff member.

   Failure on the part of the principal either to call a meeting or to render a decision in writing within the designated time, shall constitute the basis for an automatic appeal to the next level.

2. If the grievance is not resolved to the satisfaction of the student, he may appeal the principal's decision to the district superintendent in writing within 3 school days.

   The district superintendent or his designee shall meet with the student who may be accompanied by the parent or ombudsman, the staff member and his representative, in order to resolve the matter equitably and as quickly as possible, but within a period not to exceed 5 school days. The district superintendent shall communicate his decision in writing to the student, the parent, the staff member, and the principal.

3. If the grievance is not resolved to the satisfaction of the student, he may appeal the district superintendent's decision to the Superintendent of Schools in writing within 3 school days.

   The Superintendent of Schools or his designee shall meet with the student, parent or the ombudsman, the staff member and his representative, within 10 school days in attempt to resolve the matter.

   The decision of the Superintendent of Schools shall be communicated in writing to all parties previously involved within 5 school days.

   The decision of the Superintendent of Schools shall be final and binding upon all parties subject only to judicial review.

The grievance procedure in no way abrogates the rights of students to seek relief in the Courts.

Every effort should be made by the student and teacher, principal, parent, or other, to resolve the grievance informally with or without the assistance of the student ombudsmen.

Through each step in the grievance procedure teachers, principal, parent, and others against whom the grievance is lodged, may be represented by an official of their organization (PFT, Principals' Association, Legal Counsel, etc.)

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NEW YORK STATE'S RECOMMENDED GRIEVANCE PROCEDURES

GRIEVANCE AND APPEALS

A grievance is simply any situation occurring in the course of the school's operation which causes a student to consider himself aggrieved. Students should be encouraged to discuss their grievances informally with the persons involved, prior to invoking formal grievance procedures. However, it is desirable for schools to provide mechanisms for the expression and resolution of grievances which cannot be resolved through informal discussion. Although the diversity of schools and school districts within New York State does not lend itself to a uniform grievance procedure, the suggestions which follow could serve as guidelines for establishing grievance procedures in local schools.

The Grievance Committee

A grievance committee could be formed, consisting of

- two parents selected by the PTA or other parent representative group in the school;
- two students elected by the student body;
- two faculty members elected by the faculty; and
- two representatives appointed by the principal. These representatives need not be administrators.

All members of the school community would be informed of the committee's existence and membership. A list of grievance committee members would be permanently posted on bulletin boards.

Any student with a grievance could communicate his concern in writing to any member of the grievance committee, who in turn would bring the grievance before the committee for consideration. The committee would have the responsibility of carefully investigating the alleged grievance, and reporting its findings and recommendations to the school principal. The principal would be responsible for taking action in regard to the committee's recommendations and/or referring the matter to the superintendent for action on his part.

An Alternative Procedure

Some alternative procedures provide for review of grievances at various administrative levels, within prescribed time limits. One model functions as follows:

The first step involves submission of a grievance in writing to the principal, unless the grievance directly involves the principal or one of his policies, in which case the student might wish to file his grievance with the superintendent of schools. When a grievance is filed with the principal, he would call a meeting of personnel appropriate to the grievance, with student and staff representation permitted in accordance with preestablished rules. The principal is expected to resolve the matter equitably within a stated time period following the meeting and to communicate his decision in writing to all parties to the grievance. Failure on the part of the principal either to call a meeting or to render a decision within the designated time constitutes the basis for an

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automatic appeal to other specified administrative levels at which similar time and administrative patterns are followed.

Such grievance procedures usually employ a principal-superintendent-board of education appeal route.

Although levels for appeals would vary somewhat within the different structures of school districts in New York State, the principal of the grievance procedure could be applied to any of these structures. Final appeal in New York State is to the Commissioner of Education.

The Ombudsman

The institution of the ombudsman has received increasing attention during recent years as a means of humanizing bureaucracy, including the educational variety (for example, see Seymour P. Tachman and David Bresnick, "An Educational Ombudsman for New York City?" School and Society vol. 79, No. 2332, March 1971). The ombudsman could work within the context of any number of grievance procedures adopted by local schools.

The ombudsman would be a prestigious person selected to investigate possible injustices within the school community, either on his own motion or upon the complaint of a member of the school community. Depending on the nature of the problem, the ombudsman could either channel complaints to appropriate school officials, or conduct his own investigation and issue recommendations. His recommendations could help to build trust within the school community by quickly exonerating any who might be unjustly or accidentally accused, and bringing to light and helping to remedy injustices which might exist. The ombudsman's effectiveness would require access to all school records, and the cooperation of all members of the school community.

Although the ombudsman would have no administrative power to take disciplinary actions or to countermand official orders, he would need to occupy a position of high status in the school community. His status would be best reflected by the respect and trust in which his office is held by all segments of the school community.

Appeals to the Commissioner

It is hoped that grievances will be resolved by local grievance procedures such as those outlined above. When these procedures do not lead to resolution, however, "any person conceiving himself aggrieved may appeal to the Commissioner of Education who is ... authorized and required to examine and decide the same" (Education Law, section 310). The Commissioner of Education will hear an appeal only when there is an actual existing controversy between the parties involved. He will not hear appeals which seek only advisory opinions.

Appeals to the Commissioner are governed by specific provisions of The Regulations of the Commissioner of Education. Information concerning these procedures may be obtained from the Office of Counsel, State Education Department, Albany, New York 12224.

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V. CORPORAL PUNISHMENT

Under the "in loco parentis" doctrine (which means teachers and school officials may exercise the same authority over students at school as the students' parents may exercise at home), teachers and school officials may use corporal punishment on the students, Public School Code Section 1317.

The authority to administer corporal punishment means that school officials have the right to strike or hit a student as punishment for an offense.

There are no statewide guidelines on the use of corporal punishment. Therefore, the Student Advisory Board recommends that such guidelines be adopted.

The Student Advisory Board Recommends that:

1. a. Corporal punishment shall be abolished. (As long as corporal punishment is allowed in any form, there will be abuses. The Student Advisory Board strongly recommends that it be abolished entirely.)

   - or, if not (a) above, then that

   b. Corporal punishment shall be exercised only in accordance with the guidelines now in effect in the western third of the state as a result of the U.S. District Court's decision in Glasser vs. Marietta, 351 F. Supp. 555 (1972), which held that corporal punishment could not be inflicted on a student if the student's parents requested that corporal punishment not be inflicted on their child, and that it be exercised in accordance with the following recommendations.

2. If corporal punishment is permitted, then it shall be administered only by a duly authorized official--the principal or the principal's designee.

3. Moderate, and not excessive force shall be used. Corporal punishment shall never be administered in the heat of anger.

4. The student shall be informed by the principal of the nature of his infraction, that there shall be a discussion leading to determination of guilt and innocence and speedy administration of punishment, if necessary.

5. Corporal punishment shall not be administered otherwise except when force is considered reasonable and necessary (1) to quell a disturbance, (2) to obtain possession of weapons or other dangerous objects, (3) for the purpose of self-defense and (4) for the protection of persons and property.

6. Corporal punishment shall be administered only with the school official's hand. Students shall not be struck with sticks, whips, rubber hoses, or other objects. Students shall not be struck on the head, grabbed by the neck, ears, or hair; slammed up against the wall, kicked, punched, or bitten. Students can only be struck below the shoulders and above the thighs.

7. Students shall not be required to remove clothing when being punished.

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VI. SUSPENSIONS AND EXPULSIONS

Pennsylvania's Public School Code is very general in its provision on suspension and expulsion. Section 1318 provides that:

> "Every principal or teacher in charge of a public school may temporarily suspend any pupil on account of disobedience or misconduct, and any principal or teacher suspending any pupil shall promptly notify the district superintendent or secretary of the board of school directors. The board may, after a proper hearing, suspend such child for such time as it may determine, or may permanently expel him. Such hearings, suspension, or expulsion may be delegated to a duly authorized committee of the board."

This provision fails to answer many questions, and by its general terms, fails to provide safeguards for the students. Suspension and expulsion are serious matters.

Students have the right to a free public education until 21 years old. Safeguards are needed to protect this right. The expulsion of a student can effectively bar him from completing his education, and can adversely affect the rest of that person's life.

THEREFORE, THE STUDENT ADVISORY BOARD MAKES THE FOLLOWING RECOMMENDATIONS:

Suspensions

1. Temporary suspensions shall be only for the remainder of the particular school day that the incident requiring such discipline occurred. The student shall remain in school, but not attend classes for the remainder of the day.

2. If not (1) above, then the Student Advisory Board strongly recommends that temporary suspensions shall not last longer than three days.

3. No suspension shall be given for a period longer than one day (if paragraph 1 is adopted), or three days (if paragraph 2 is adopted) without a prior hearing.

4. Notwithstanding the above, a suspension may be given without a hearing for up to two weeks when an "emergency" situation exists--namely where the student represents a clear and present danger to the student body.

5. Failure to hold a hearing within the prescribed time means that the student is automatically reinstated in the school.

6. Students suspended for more than a week must receive some form of home supervision provided by the school district so that they may keep up with their education.

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7. It is strongly recommended that out of school suspensions be abolished. They are frequently nothing more than a vacation from school for the wrong doer. Instead, it is recommended that all suspensions, except where an emergency exists, shall be in-school suspensions where the student must attend school, but cannot attend classes.

8. No suspensions shall be longer than two months.

9. In school or after school detentions are to be preferred as a means of punishment before suspensions are given.

10. All suspensions shall be for a specified length of time.

11. No indefinite suspensions are permitted, for example, a suspension that lasts until such time as the student's parents come to confer with the school authorities.

Expulsions

1. All expulsions shall require a prior hearing, according to the requirements outlined in Article VII of these recommendations.

2. No expulsion shall be permanent. Instead, the behavior and progress of the expelled student is to be reviewed periodically, at least once a year if not once a semester, and a decision made by the School Board at that time on whether the expulsion is to be extended or whether the student is to be readmitted.

3. The responsibility for educating expelled students who are subject to the compulsory attendance laws shall remain with the school district.

a. If the student is not able to attend another public school, and can neither afford nor be accepted at a private school, then the school district shall provide home education with a tutor.

b. If the above (subparagraph a) is not practical, then the school district must take immediate action according to the Juvenile Act of 1972 (Act 333) to see that the child receives a proper education, and be bound by the hearing examiner's decision.

4. An Attorney General's Opinion is requested as to whether the Juvenile Act of 1972 supersedes or supplements the power of a school board to expel a child.

5. In any event, it is recommended that where a student is to be punished for any act which would come under the scope of the Juvenile Act of 1972 that the following procedure be used:

a. A hearing shall be held pursuant to Section 1318 of the School Code by a hearing panel or the School Board to determine whether the student should be suspended, or if some less severe punishment is in order, or whether sufficient grounds exist to seek action under the Juvenile Act of 1972 (in lieu of expulsion)

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b. If the hearing panel decides to proceed under the Juvenile Act of 1972, then the student has the right to appeal to the full school board.

c. If the school board decides to proceed according to the Juvenile Act of 1972, (and it should only do so when it feels that sufficient grounds exist for expelling the student), then the school district must provide the student with at home instruction until such time as a decision under the Juvenile Act is rendered.

6. There should be a right of appeal from all expulsions to the Secretary of Education who shall have the power to determine whether the expulsion is proper, and whether the length of the expulsion is proper.

VII. HEARINGS

The School Code has no provisions for the type of hearing to be provided in suspensions, expulsions, and other disciplinary matters.

THE STUDENT ADVISORY BOARD RECOMMENDS THAT:

A. Informal hearings

When disciplinary action is to be taken, the student involved shall have the right to meet with an appropriate school official to demonstrate that there is a case of mistaken identity or some compelling reason why the student should not be suspended pending a full hearing, or to explain the circumstances surrounding the event.

B. Formal hearings

1. No student shall be suspended for a period longer than three days without a formal hearing, unless the student's presence constitutes a clear and present danger to the school community, and then a hearing must be held within two weeks.

2. No expulsions shall be given without a formal hearing. The student shall be permitted to attend school with the same rights and responsibilities of any student until the hearing, unless his presence constitutes a clear and present danger to the school community.

3. Procedure

A. The hearing panel may consist of a board member, school officials, teachers, parents and students. It is recommended that such a penel consist of at least one parent and one student. The panel shall consist of at least three persons.

B. The following Due Process Requirements are to be observed:

(1) notification of the charges in writing;

(2) sufficient notice of the time and place of the hearing to prepare a defense;

(3) the right to an impartial tribunal;

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(4) the right to be represented by counsel or an ombudsmen;

(5) the right to be presented with the names of witnesses against the student, and copies of the statements and affidavits of those witnesses;

(6) the right to demand that any such witnesses appear in person and answer questions or be cross-examined;

(7) the student's right to testify and produce witnesses on his own behalf;

(8) a stenographic record is to be taken at the hearing. The student is entitled at his expense to a copy of the transcript;

(9) the proceeding must be held with all reasonable speed;

(10) there must be the right to appeal.

C. The hearing panel's decision will be advisory in cases of expulsion. Only the School Board shall have the power to expel a student. In any event, the student will have the right to appeal the panel's decision to the school board.

C. As an appendix, the Due Process hearing procedure of the Philadelphia School System's Student Rights and Responsibilities handbook is included.

Right to Counsel and Due Process

WHEREAS, the Board of Education of The School District of Philadelphia wishes to assure every aggrieved student a fair and equitable hearing in situations involving suspensions in excess of five school days and expulsions from the school system;

WHEREAS, in order to implement this policy, rules and regulations governing suspensions in excess of five school days and expulsions from the school system should be promulgated, now be it

RESOLVED, The following rules and regulations shall apply to all cases of suspensions in excess of five school days and expulsions from the school system:

1. A member of the Board, sitting as a committee of one, together with appropriated staff, shall hear all cases involving suspensions in excess of five school days and expulsions from the school system. This member shall conduct an informal hearing and make a recommendation to the Board.

2. The hearing shall be held promptly.

3. Proper notice of the hearing shall be served on the parent or guardian of the student at least five days before the date of the hearing. In addition to giving the time and place of the hearing, the notice shall briefly set forth the alleged act or acts of which the student is charged.

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4. The notice should also advise the student and his parent or guardian of their right to present witnesses and be represented at the hearing by legal counsel. In cases where the student has legal representation, a member of the legal staff of the School District shall represent the school administration.

5. The hearing shall be tape-recorded, from which a summary of the testimony of each witness shall be made on request. Tapes shall be preserved in accordance with practice of the Board.

6. No one except counsel, the parties and their witnesses shall be permitted to be present at the hearing.

7. The witnesses shall give their testimony under oath, and the right of cross examination shall be permitted. The admission of evidence shall be a matter within the discretion of the Board Member.

8. The failure of a student and/or his parent or guardian to attend the hearing, after proper notice, shall constitute a waiver of the right to a hearing.

9. The findings of fact and the recommendation of the Board Member to the Board shall be in writing. This recommendation shall be acted upon at the next regular meeting of the Board, and the student and his parent or guardian shall be advised, immediately thereafter, of the Board's decision. The Board shall protect the student's and his parent's or guardian's right to privacy.

10. If the Board expels the student he shall be referred to the school counselor for referral to an appropriate agency for further counseling and guidance, or for assistance in obtaining employment, or continuing his education; and be it

FURTHER RESOLVED, That the Superintendent of Schools, shall appoint a committee to revise Administrative Bulletin No. 13, entitled "Suspension and Expulsion of Students" to conform with this Resolution.

VIII. FREEDOM OF EXPRESSION

The right of public school students to freedom of speech was confirmed by the United States Supreme Court in the case of Tinker v. Des Moines Community School District, 393 U.S. 503 (1969), where the Court said:

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"It can hardly be argued that students or teachers shed their constitutional rights to freedom of speech or expression at the school house gate."

"Students in school as well as out of school are 'persons' under our Constitution. They are possessed of fundamental rights which the State must respect, just as they themselves must respect their obligations to the State. In our system, students may not be regarded as closed-circuit recipients of only that which the State chooses to communicate. They may not be confined to the expression of those sentiments that are officially approved. In the absence of a specific showing of constitutionally valid reasons to regulate their speech, students are entitled to freedom of expression of their views."

IN LIGHT OF THE ABOVE AND OTHER COURT DECISIONS IN THIS FIELD, THE STUDENT ADVISORY BOARD RECOMMENDS THE ADOPTION OF THE FOLLOWING GUIDELINES.

A. Policy Statement on Freedom of Expression

Students have the right to express themselves in any manner unless such expression is in direct interference with the educational process, or is a direct threat to the physical health of the school community, or encourages unlawful activity.

Students may use publications, handbills, announcements, assemblies, group meetings, buttons, armbands, or any other means of common communication for expression. Students have the responsibility to obey laws concerning libel and obscenity, and to be aware of the full meaning of their expression. Students have the responsibility to be aware of the feelings and opinions of others and give a fair opportunity for others to express their views.

B. Bulletin Boards

School authorities may restrict the use of certain bulletin boards to school announcements. Ample bulletin board space shall be provided for the use of students and student organizations, including a reasonable area for notices relating to out-of-school activities or matters of general interest to students. There shall be no prior censorship or requirement of approval of the contents or wording of notices or other communications, but the following general limitations on posting may be applied:

1. School authorities shall prohibit material which is obscene according to current legal definitions; which is libelous; or which inflames or incites students so as to create a clear and present danger of the commission of unlawful acts on or of physical disruption to the orderly operation of the school.

2. Identification on any posted notice shall be required of the student or student group including the name of at least one person of the group issuing same.

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3. The school shall require that notices or other communications be officially dated before posting and that such material be removed after a prescribed reasonable time to assure full access to the bulletin boards.

C. School Newspapers and Publications

(1) Official school publications such as school newspapers should reflect the policy and judgment of the students.

(2) Students have the responsibility to refrain from libel and obsenity, and to observe the normal rules for responsible journalism. Within these bounds, students have a right and are as free as editors of other newspapers to report the news and to editorialize.

(3) School officials should supervise student run newspapers, published with school equipment and remove obscene or libelous material, as well as review for material that would cause a substantial disruption or material interference with school activities. The review for such matter may be conducted by an Editorial Committee composed of the student editor, the faculty advisor and the principal.

The above is subject to the following:

a. School officials may not censor or restrict material critical of of the school or its administration.

b. Rules of the school for prior submission for review for obscene, libelous material, and material advocating illegal actions must be specific, reasonable, and not calculated to delay distribution.

c. If prior approval procedures are established, they ought to identify to whom the material is to be submitted; the criteria by which the material is to be evaluated; and a limitation on the time within which a decision must be made. If the prescribed time for approval elapses without a decision, the literature will be considered as authorized for distribution.

(4) Students who are not members of the newspaper staff should have access to its pages. The criteria for submission of material by a nonstaff member should be published and distributed to all students.

(5) Material submitted by nonstaff members are best reviewed by the same personnel who review staff materials, and according to the same criteria.

(6) Staff members should be protected from removal or reprisal by groups or individuals who disapprove of editorial policy or content on grounds other than legality. The student press can be a valuable learning device and an important educational resource. Its effectiveness, however, is substantially impaired if student editors function under imminent fear of discipline for errors in judgment. The right to freedom of expression carries with it the right to make mistakes on occasion. This, too, is an essential portion of the learning process.

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(7) Staff members may be held responsible for materials which are libelous or obscene, and such publications may be prohibited.

(8) There should be a recognized appeal procedure from decisions of the school committee prohibiting the distribution of certain materials.

D. Unofficial Publications

1. The constitutional right of freedom of speech guarantees the freedom of public school students to publish materials other than those sanctioned by the school.

2. However, the school has no responsibility to assist students in the publishing of such materials, nor may the school be held responsible for any statements published in them.

3. The school can require that unofficial publications be marked to show that they are not school publications, but cannot censor such publications for the use of profanity that is common to the environment in which the students live, or prohibit the distribution of such magazines. Koppell v. Levine, 347 Fed. Supp. 456 (N.Y. 1972).

4. Although they are not sanctioned by the schools, unofficial publications have moral and legal obligations to observe the normal rules of responsible journalism.

E. Distribution of Printed Material and Circulation of Petitions while at School

Students shall be free to distribute handbills, leaflets and other printed material and to collect signatures on petitions concerning either school or out-of-school issues, whether such materials are produced within or outside the school. There shall be no prior censorship or requirement of approval of the contents or wording of such material, but the following general limitations may be applied:

1. The time of such activity shall be limited to periods before school begins, after dismissal and during lunch time, if such limitation is necessary to prevent interference with the school program.

2. The place of such activity shall be reasonably restricted to permit the normal flow of traffic within the school and at exterior doors.

3. The manner of conducting such activity shall be restricted to prevent undue levels of noise, or to prevent the use of coercion in obtaining signatures on petitions. The danger of littering is not a sufficient ground for limiting the right of students to distribute printed material.

4. The school shall require that all printed matter and petitions distributed or circulated on school property bear the name of the sponsoring organization and the name of one individual of such organization.

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5. The school shall prohibit the distribution of material within the restricted categories of paragraph B1 above.

In the case of petitions presented by students to the school authorities, students shall have the right to have their petitions considered and to receive an authoritative reply thereto.

F. Buttons and Badges

The wearing of buttons, badges, or armbands bearing slogans or sayings shall be permitted as another form of expression, unless the message thereof falls within the restricted categories of paragraph B1 above. No teacher or administrator shall attempt to interfere with this practice on the ground that the message may be unpopular with students or faculty. Tinker v. Des Moines School Board, 393 U.S. 503 (1969).

G. Additional Comments on Limitations on Student Expression and the Right to an Appeal

In imposing limitations on student expression for any reason under any of the foregoing provisions, the school must ensure that its rules are applied on a nondiscriminatory basis and in a manner designed to assure maximum freedom of expression to the students. The school shall particularly avoid any action placing restraints on ideas prior to their expression. Any student or student groups deprived of freedom of expression under any of these provisions shall have the right to request a hearing to determine whether such deprivation is justified under these rules. Such a hearing must be held as soon as possible after request before an impartial body, including representatives of the faculty and student body. The hearing shall provide for a full and fair opportunity for both sides to present evidence and argument as to the propriety of the application of the regulation in question.

H. Appropriate student access to equipment and materials for disseminating announcements and information includes use of bulletin boards, use of the public address system, subject to reasonable time limitations; and use of school duplicating equipment, subject to reasonable limitations of expense. School officials should adopt guidelines for the use of such facilities, and make those guidelines known to the students.

Note: Sections B, E, F, and G are from the Philadelphia School System's Student Bill of Rights and Responsibilities.

IX. FLAG SALUTE AND THE PLEDGE OF ALLEGIANCE

Students may decline to recite the Pledge of Allegiance and may refrain from saluting the Flag. Students who choose to refrain from such participation have the responsibility to respect the rights and interests of classmates who do wish to participate in a meaningful ceremony. A student who chooses not to participate may either stand and remain respectfully silent or leave the classroom during the rendering of the salute or pledge. West Virginia State Board of Education v. Barnette, 319 U.S. 624.

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X. HAIR AND DRESS

In 1972, the United States Court of Appeals for the Third Circuit (which includes Pennsylvania) ruled that a school board's regulations governing the length of a student's hair were unconstitutional because "the governance of the length and style of one's hair is implicit in the liberty assurance of the Due Process Clause of the Fourteenth Amendment."

For regulations on hair length to be valid, the school board must show that there is an overriding public purpose to be served by limiting students' rights to appear in school with long hair. Such justification might include evidence that long hair causes an actual disruption of the educational process, or that the length or style of hair constitutes a health or safety hazard, but only after the fact, and not in the form of prior restraints. Where length of hair is a problem, as in shop class, some type of head covering should be considered. This includes facial hair, also.

A school board or school officials may not impose limitations on dress in which fashion or taste is the sole consideration, even if a majority of students have approved a student dress code. A student may not be excluded from regular instruction because of his appearance if style, fashion, or taste is the sole criterion for such exclusion.

Students may be required, however, to wear certain types of clothing while participating in physical education classes, or in extra-curricular activities such as band.

Students have the responsibility to keep themselves, their clothes, and hair clean. School boards shall not forbid the use of cosmetics.

Stull v. School Board of Western Beaver Jr.-Sr. High School, 450 F. 2d 339 (U.S.C.A. Pennsylvania 1972); Bishop v. Colaw, 450 F. 2d 1069 (1971); Official Opinion of the Attorney General #153 of 1972, October 27, 1972.

XI. CONFIDENTIAL COMMUNICATIONS

Information revealed by a student in confidence to a teacher or school official is not privileged and may be repeated by that person without the student's consent.

However, information received from a student in confidence by

a) a guidance counselor,
b) a school nurse,
c) a school psychologist

in the public or private schools while in the course of their professional duties is privileged information to the extent that it cannot be divulged in any legal proceeding, civil or criminal, without the consent of the student, or if still a minor, the student's parents, (24 P.S. §13-1319).

Such information may be revealed without the student's consent to the student's parents, to teachers, to principals.

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An exception to the above is information from the student concerning child abuse, neglect, or injury, which the recipient is under a legal duty to report to the authorities.

THE STUDENT ADVISORY BOARD RECOMMENDS:

1. That it be the policy of the Commonwealth that information given to guidance counselors, school nurses and psychologists in confidence shall not be revealed to any person without the student's consent; information concerning child abuse excepted.

XII. STUDENT RECORDS

A student has the right to examine records concerning him kept by the school authorities. This right is subject to the limitation that some records might not be understood by the student due to his age and maturity, and might therefore be harmful to him.

This limitation does not apply to the student's parents, who are entitled to inspect their child's complete school records at suitable times and places.

But school officials may reserve the right to have a teacher or principal present when the records are inspected to interpret the contents of the file, or to explain what was meant by certain tests.

Official Opinion of the Attorney General #20, March 8, 1973; Pennsylvania "Right to Know" Law.

THE STUDENT ADVISORY BOARD RECOMMENDS THAT:

1. No material shall be released from a student's file without written authorization from the parents when the child is an unemancipated minor, or from the student when emancipated or of age.

2. Notwithstanding the above, the student may release his transcript to a college or employer without his parent's permission.

3. Access to the student's file shall be limited to the principal and the superintendent, and only those teachers who can demonstrate to either official a satisfactory reason for examining the file.

4. The following policy should govern the collection and administration of student records:

(1) A student's permanent record file shall include only this information: identifying data (including names and addresses of parents or guardian), birth date, academic work completed, level of achievement (grades, standardized achievement test scores), attendance data, student activities and possibly medical records;

(2) Any other records shall be available only to the student, his parents or guardian, and the school staff. Such other records shall be governed by strict safeguards for confidentiality and shall not be available to others in or outside of the school without the consent of the student's parents or the student if emancipated. These other records shall be considered temporary and shall be destroyed when the individual leaves the school;

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(3) All records shall be open to challenge by a student or his parents or guardian;

(4) A student's opinions shall not be disclosed to any outside person or agency. A student shall be free from punitive actions in evaluations of his academic competency and in college or job references because of his opinions; and

(5) All records shall be periodically reviewed by the principal or his agent to expunge old and irrelevant material.

XIII. SMOKING AND SMOKING AREAS

Regulations concerning student smoking on school grounds have long been a problem area in intra-school relations. There is no state law which specifically forbids minors to smoke tobacco. The notice displayed on cigarette machines forbids the sale of cigarettes to minors, but not the use of cigarettes by minors.

Minors are required by law to tell where they obtained tobacco when asked by the authorities or school officials, and if the minor refuses to respond, he or she may be subject to a five dollar fine upon conviction.

It is permissible under the law to sell loose tobacco or cigars to a minor 16 years or older.

Policies which forbid smoking on school grounds are usually regulations of the school board or decisions of the local school administrators.

Public School Code, Sections 510, 3502 to 3504.

THE STUDENT ADVISORY BOARD RECOMMENDS THAT:

1. Smoking areas shall be provided in all high schools.

2. Smoking areas shall be readily accessible to students, and where local fire laws permit, should be indoors at reasonable locations.

3. Smoking areas shall either be available to any student wishing to use them, or, shall be available to any student who has his or her parent's permission to smoke.

4. Students have the responsibility to smoke only where authorized, and to keep the smoking area clean.

5. Where students are forbidden to smoke on school grounds, teachers should be forbidden, also.

6. Students should be educated on the dangers of smoking, and not forbidden to do what they legally can do outside of school.

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COMMENT:

Smoking areas would not only provide smoking students with a proper place to smoke, but would also protect non-smoking students from the discomforts of crowded, dirty, smoke filled lavatories.

Smoking areas would avoid the problem of punishing students for doing what they may lawfully do -- namely smoking cigarettes -- and depriving those students of their education through suspensions or expulsions.

Permitting smoking on school grounds will remove a subject that has long been the source of considerable and unnecessary antagonism between students and the school administration.

The school has the duty to educate students on the dangers and very real health hazards associated with smoking. Students should consider those hazards, and it is hoped that they will refrain from smoking by their own volition and for their own benefit.

XIV. SEARCHES

At the present time, school authorities may search a student's locker and seize any materials illegally possessed. The seized material may be used as evidence against the student in disciplinary proceedings, or in juvenile or criminal proceedings.

The Courts have upheld the claim that school lockers are school property loaned or rented to the student for his/her convenience. School authorities may search the student's locker without prior warning in seeking contraband, because, standing in loco parentis, school authorities are charged with the safety of all students under their care and supervision. Such a search is not an "illegal" search under the Fourth Amendment to the Federal Constitution, but a reasonable exercise of board power in the interests of the health, welfare, and safety of all school students.

Courts have reasoned that the school extends locker use to students only for legitimate purposes.

People v. Overton, 20 N. Y. 2d 360, affirmed 24 N. Y. 2d 522 (1969)
In re Donaldson, 75 Cal. Rptr. 220 (1969)
People v. Jackson, 319 N.Y.S. 2d 731 (1971)

THE STUDENT ADVISORY BOARD RECOMMENDS THAT:

1. At the time of locker assignments students shall be informed of the conditions and use governing the lockers.

2. The search of a student's locker shall only be made upon a reasonable assumption that the student is secreting evidence of an illegal act.

3. Blanket searches of every locker shall not be permitted, unless an emergency exists like a bomb scare.

4. Searches shall only be made by an official duly authorized for that purpose, primarily the principal or the acting principal.

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5. The student shall be notified of the search and have an opportunity to be present.

6. No searches of a student's person shall be permitted, other than a pat down by an official or teacher of the same sex where secondary students are involved.

7. The locker search shall be a visual search limited to what is open to sight, unless the school official has reasonable suspicion that a particular illegal object is within the locker, in which case the official may make a more extensive search through the locker.

8. Any illegal materials found in a locker searched without a search warrant may not be used as evidence in a court of law against the student, but may be confiscated.

9. A locker may be searched by a police officer only when a proper search warrant has been issued.

10. There shall not be any indiscriminate or blanket searches of students' automobiles by school officials.

XV. ADDITIONAL RECOMMENDATIONS

1. Study Halls

Study halls are free time for the student. Students should have the right of using their free time in a manner of their own choosing as long as such use does not interfere with the operation of the school. Schools should provide areas of recreation and areas for research and study during a free period in so far as such areas are available.

A program should also be established that will permit the release of students from the school grounds during the student's free period when the school has the student's parent's permission.

2. Schedules for Working Students

Regulations should be established and class schedules arranged so that some students may attend school to earn their diplomas, and be able to take off part of the school day to hold down a job.

Some school districts offer the right to a free public education on an all or nothing basis, which means the student must report in the morning and stay through the afternoon. Such a policy severely restricts the ability of students with families to support, or who must support themselves, to earn an education.

3. Student Parking

Where it is possible, student parking should be made available.

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4. Sexism

Where there is only one team in a noncontact sport, such as golf or track, students of both sexes shall be afforded the opportunity to try out for that team, and if successful, to compete on it in intramural and intrascholastic competition.

In any case where the school has a team in a certain sport that is restricted to males, it shall also provide a team in that sport for females.

Girls' athletic teams shall have the same rights of access to school facilities as boys' athletic teams.

No activity other than contact sports shall be limited to students of one sex.